

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13GA7

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Dr. Cindy Szwec Ed.D.

Official School Name: Fair Oaks Elementary School

School Mailing Address: 407 Barber Road
Marietta, GA 30060-3946

County: Cobb State School Code Number*: 3058

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Michael Hinojosa Superintendent e-mail:
michael.hinojosa@cobbk12.org

District Name: Cobb County School District District Phone: (770) 426-3300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Randy Scamihorn

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 67 Elementary schools (includes K-8)
25 Middle/Junior high schools
16 High schools
0 K-12 schools
108 Total schools in district
2. District per-pupil expenditure: 7965

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|
| PreK | 8 | 3 | 11 |
| K | 94 | 81 | 175 |
| 1 | 75 | 53 | 128 |
| 2 | 81 | 62 | 143 |
| 3 | 62 | 81 | 143 |
| 4 | 56 | 64 | 120 |
| 5 | 76 | 51 | 127 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total in Applying School: | | | 847 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
16 % Black or African American
76 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
5 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 29%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| Step | Description | Value |
|------|---|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year. | 127 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 118 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 245 |
| (4) | Total number of students in the school as of October 1, 2011 | 847 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.29 |
| (6) | Amount in row (5) multiplied by 100. | 29 |

8. Percent of English Language Learners in the school: 57%
Total number of ELL students in the school: 496
Number of non-English languages represented: 4
Specify non-English languages:

Spanish, Vietnamese, French, Other African

9. Percent of students eligible for free/reduced-priced meals: 98%

Total number of students who qualify: 835

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 134

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>8</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>11</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>49</u> Specific Learning Disability |
| <u>8</u> Emotional Disturbance | <u>69</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>11</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>11</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | <u>Full-Time</u> | <u>Part-Time</u> |
|---|-------------------------|-------------------------|
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>41</u> | <u>0</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>34</u> | <u>0</u> |
| Paraprofessionals | <u>22</u> | <u>2</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>21</u> | <u>0</u> |
| Total number | <u>120</u> | <u>2</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 95% | 96% | 96% | 96% |
| High school graduation rate | % | % | % | % | % |

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

At Fair Oaks Elementary School, our vision is to develop a community of learners prepared to achieve success in an increasingly complex world.

Our mission is to provide appropriate, differentiated instruction that results in all students' meeting or exceeding state and national standards at each grade level.

Fair Oaks Elementary School opened its doors for the first time in 1958 to accommodate families who relocated to the area to work at the Bell Bomber Plant, now Lockheed Martin. Only five principals have served at Fair Oaks during its fifty-five years of operation. Approximately fifteen years ago, the student population changed dramatically and the school immediately faced issues new to the school and school district. Spanish became the predominant language when the community changed from a primarily Caucasian and African-American population to a largely Latino population.

Fair Oaks Elementary serves approximately 850 students in pre-kindergarten through 5th grade. Our student population includes 76% Latino, 16% African American, 5% Caucasian, and 3% other ethnicities. Ninety-eight percent of our students participate in the free/reduced-price meal program. Every child demonstrates a genuine desire to learn in an environment where there are high expectations for all students and staff members. As our community has changed, so has our school. We view our demographic challenges as an opportunity to demonstrate that poverty is never a learning disability.

Our school traditions have evolved from the needs of our community. Since 2001, we have been an America's Choice workshop model school. The workshop format allows students to develop not only academic skills but essential speaking and listening skills. Students engage in workshops for reading, writing, math, social studies, science, and health daily. Teachers do not teach in isolation at Fair Oaks. Collaborative planning takes place weekly, creating interdependence and high level of trust among staff members.

A school practice that has had a dramatic impact on student achievement has been developing teachers as content experts through departmentalization in grades 1-5. Students receive differentiated instruction from teachers who are highly effective in their content areas. We provide our students with the highest quality instruction, equipping them with essential skills, and giving them an advantage they might not gain in a traditional classroom setting.

Over the last nine years, we have consistently improved student performance on the Georgia Criterion-Referenced Competency Test (CRCT). In 2003, only 46% of students passed the Reading/ELA portion of the test and 45% passed the Mathematics portion of the test. By contrast, in 2012, 91% of students passed the Reading/ELA portion of the test and 92% of students passed the math portion of the test.

Our most dramatic increases have been with the performance of our English Language Learners (ELL) and our Students With Disabilities (SWD) subgroups. In 2003, 14% of ELL students passed the Reading/English Language Arts portion and 21% passed the Mathematics portion of the CRCT. In 2012, 85% of ELL students passed the Reading/ELA portion of the CRCT and 87% of ELL students passed the Mathematics portion. In 2003, only 14% of Students With Disabilities passed the Reading/ELA portion of the CRCT and 0% passed the Mathematics portion. In 2012, the SWD subgroup performed nearly as well as "all students," with 80% passing the Reading/Language Arts portion and 82% passing the math portion of the test.

Parents play an important role in our school success. Our high turn-out of families at all parent conferences, PTA events, and parent workshops demonstrates success in overcoming cultural and

language barriers We have created a school climate where parents feel welcome and truly believe that the school is a resource not only in educating their child, but in developing strong families.

Student recognition assemblies every nine weeks celebrate student accomplishments including perfect attendance, student leadership, Honor Roll, and Principal's List. Teachers volunteer many hours to provide clubs and leadership opportunities for our students including art, cheerleading, chess, chorus, drama, Fuel Up/Play 60 team, garden gurus, Girl Scouts, green recycling team, Science Olympiad, soccer, student ambassadors, and technology. We truly enjoy celebrating students and providing extracurricular activities that bring out the best in both students and staff.

As a Georgia Reward School, we are among the top 10% of Title I schools in the state making the most progress in improving the performance of the "all students" group on the CRCT. Interviewed by a local newspaper reporter about what she liked most about her school, a fourth-grader said, "All of the teachers really love the kids, it's like one big happy family." These words remind us of our daily obligation to create an environment highly conducive to learning in a climate of genuine caring and high expectations.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The state of Georgia requires elementary school students in third, fourth, and fifth grade to take the Georgia Criterion Referenced Competency Test (CRCT), which measures how well students acquire grade level skills and knowledge based on the Common Core Georgia Performance Standards (CCGPS) in reading, English/language arts, and mathematics and the Georgia Performance Standards (GPS) in science and social studies. Students receive a numerical score and achieve one of three performance levels: Does Not Meet (740-799), Meets (800-849), and Exceeds (850-990).

Georgia also offers two additional assessments for students with disabilities. The CRCT-M is a modified version of the state assessment that allows students with disabilities to demonstrate what they have learned. It assesses the same grade-level state-adopted curriculum as the Criterion-Referenced Competency Tests (CRCT) and is available in reading, English language arts, and mathematics. Students taking the CRCT-M must participate in the regular CRCT to assess science and social studies achievement. Students taking the CRCT-M receive a numerical score with the following performance Levels: Below Proficiency (<300), Emerging Proficiency (300-329), and Basic Proficiency (330+).

The Georgia Alternative Assessment (GAA) is available for students with significant cognitive disabilities. The GAA is a portfolio of student work, assembled by the classroom teacher, to demonstrate achievement and progress relative to skills aligned to the grade level curriculum. Students eligible to participate in the GAA must be assessed in English/language arts, mathematics, science, and social studies. GAA portfolios are individually scored by trained raters who assign each portfolio a performance level; they are: Extending Progress, Established Progress, and Emerging Progress. These performance levels correspond to Advanced/Exceeds, Proficient/Meets, and Basic/Does Not Meet, respectively.

Fair Oaks Elementary School data tables demonstrate a steady increase in student performance over the last five years. We are a High-Progress Reward School, among the top 10% of Title I schools in the state making the most progress in improving the performance of the “all students” group on the CRCT. The Students With Disabilities (SWD) and White subgroups have had fluctuating performance over the last five years; however, these groups still demonstrate increasing achievement. The most significant gains have been in the English Language Learners (ELL) subgroup, which improved 30% in reading/English language arts and over 50% in math over the last five years. The “All” students group has increased 19% in reading/English language arts and 36% in math, demonstrating significant growth in the last five years.

Our current data do not show a significant difference between the performance of subgroups and the “All” students group. We consistently provide safety net programs to provide remediation and extension for students. Our safety net programs include after school tutoring for students performing below grade level in reading, writing and math. Students performing at or above grade level participate in after school tutoring to extend their performance in reading, technology and math.

Reflecting on the last five years, organizational changes as well as professional development changes have contributed to the significant increases in student achievement. Six years ago, a new principal was assigned to Fair Oaks. With this change in administration came organizational changes that positively affected lesson planning, daily instructional practices, as well as an increased focus on professional learning. Academic coaches for literacy and math were added to support classroom teachers in planning, instruction, data analysis, and assessment. The principal, assistant principal and academic coaches work collaboratively to design structures to support instruction and improve student achievement.

Four years ago, first through fifth grade teams were departmentalized, enabling teachers to become content experts in reading and writing, or math, science, and social studies. Students receive instruction

from two teachers each day. These teachers have a deep understanding of their grade level content and an increased ability to differentiate instruction to meet the needs of their students.

Creating content experts allows the school to provide teachers with intense, specific training. Experts in literacy and math provide professional learning for teachers, increasing their depth of knowledge and skills in their specific content areas. Teachers meet weekly with the academic coaches to discuss planning, instruction, Common Core Curriculum, and current research. We believe our development of content experts and focus on professional learning play a significant role in improving student achievement.

The annual school improvement survey allows us to reflect on our achievement using a more qualitative perspective. Students, staff, and parents complete a survey that covers topics including curriculum, instruction, assessment, school culture, professional learning, leadership, family and community involvement, planning and organization. One hundred percent of students responded that their teacher expects them to do their best work. Ninety-one percent stated that they could ask for help if they did not understand the lesson or their work. An overall score for student responses to the survey showed 95% of students expressing satisfaction with the school. Ninety-six percent of parents expressed overall satisfaction with the school and 96% of staff reported that the school supports and enhances the social and emotional growth and development of all learners. While student achievement data and organizational structures create a picture of school performance, the school improvement survey data reflect the image of our school by students, parents and staff.

2. Using Assessment Results:

Each student at Fair Oaks Elementary School has a data card that follows him or her from Kindergarten through fifth grade. These data cards contain information about the student's progress in reading, writing, and math and indicate if the student receives services through the Early Intervention Program (EIP), English as a Second Language (ESOL), speech, special education, talent pool, and Advanced Learning Program (ALP). The data cards have codes to indicate if the student is being monitored in the Response to Intervention (RTI) process and what level they have reached in the process. These data cards are updated every nine weeks during a grade-level data team meeting. Students performing on grade level in all areas have their cards placed back on the data wall. Students performing below grade level are discussed in the team meeting to identify strategies to move the student forward. These data cards and consistent data team meetings have brought a greater focus on using student data to improve student achievement.

Students in grades three, four, and five participate in a "mock CRCT" three times each year. For each mock assessment a passing percentage is determined based on the percentage of curriculum taught. Data from these mock assessments allow teachers to determine specific areas of weakness for their grade level and classroom. Teachers create subgroups within their classes to focus on skills that need to be strengthened. Teachers meet one-on-one with our academic coaches to analyze their class data, taking time to look for class trends and specific students to target with additional assistance. These mock assessments have proven to be a reliable indicator of student success on the actual CRCT.

Each month students complete a math exemplar and writing response that requires them to think critically about both math and literacy standards. The math exemplar is based on standards for mathematical practice (SMP) and requires students to apply math concepts to solve a multi-step problem. Students must justify and explain their answers in words, numbers and pictures. Students present their solution to their peers, demonstrating strong speaking and listening skills. A rubric is used to assess the exemplar and provide data on problem solving and higher level thinking skills. These math exemplars expose students to the type of assessments that will confront in the future.

Students also complete writing responses each month based on the school-wide Book of the Month. These responses require students to apply current literacy standards to their response to the text. A rubric, based on grade level writing standards, is used to analyze student writing. This monthly writing task

provides teachers with evidence of students' ability to apply writing standards to a variety of writing tasks.

Teachers participate in a "Tuning Protocol" approximately five times each year, during which teachers present a current lesson and pieces of student work from that lesson to a team of peers. The team listens to the presentation and analyzes the student work samples to determine the lesson's effectiveness. Feedback is provided to the teacher regarding strengths and weaknesses of the lesson and student work. This process requires a high level of trust among staff and provides meaningful data about effective instructional practices in the school.

Parents receive information about student achievement through newsletters, hallway displays, report cards, progress reports, and conferences. School-wide data are presented to parents in a letter from the school at the opening of the school year. Hallway displays show parents the increases in student achievement. Individual student progress is shared with parents every 4 ½ weeks either through progress reports or report cards. Formal parent conferences are held in October; however, teachers speak frequently with parents to discuss student progress.

Student data notebooks have evolved over the last two years. In these notebooks, students set goals for reading, writing, and math as well as a personal goal, and collect their assessments and evidence of progress for each goal in their notebook. They graph their progress toward their goals and discuss their data with teachers, peers, and parents. We will continue to develop students who are able to set goals, monitor progress, and articulate their success.

Both students and staff analyze data at Fair Oaks. We collect data about student progress in academics as well as teacher effectiveness with instruction and scrutinize data from state and national as well as local assessments. We look for trends in data to drive our instructional practices and school-wide focus.

3. Sharing Lessons Learned:

Fair Oaks Elementary School willingly shares successful strategies with other schools and organizations. We have made presentations to schools within our district about our workshop model, departmentalization concept, outdoor garden classroom, tuning protocol, and data room. Local schools have come to observe and discuss the practices that have had the greatest impact on student achievement. Administrators and teachers have presented our successful practices at county-level meetings that include administrators from all 116 schools as well as county level administrators and supervisors. We have submitted a proposal to present at the national Model Schools Conference in June, 2013.

As a Title I school we have the benefit of additional funding that allows us to contract with professional learning experts for training at our school. We extend invitations to non-Title I schools in our area to join us on topics that affect all schools. We are happy to share great professional learning with others.

As part of a federal grant to create Professional Development Schools, we collaborate with Kennesaw State University (KSU) students and staff. We open our classrooms to KSU interns helping them to become confident, effective teachers in an urban school setting. Staff members from Fair Oaks partner with faculty from KSU to co-teach undergraduate course work. Implementing effective strategies for students with disabilities and increasing technology integration in the classroom are two more topics on which Fair Oaks teachers have presented, in partnership with KSU, to area schools.

A Lowes Tool Box for Education grant built our Know and Grow Instructional Garden. Each grade level maintains a raised garden bed planted with items related to grade level science standards. Garden lesson plans for all grade level science and math standards are available for teachers to use. Student leadership jobs for the garden include Garden Gurus and Compost Captains. Garden Gurus go to the garden with our science specialist and learn about the current crops and flowers in bloom. The gurus then share this information with the rest of their classmates. Teachers from other Cobb County schools as well as

teachers from other metro Atlanta schools have visited Fair Oaks to learn about our Know and Grow Garden. Representatives from Lowes, Smyrna Clean and Beautiful, Junior League of Cobb County, and the Captain Planet Foundation have also come to learn about our garden.

4. Engaging Families and Communities:

Fair Oaks Elementary School works diligently to provide a welcoming school environment for all families and community members. Providing all school communication in English and Spanish ensures information is accessible to all parents. A bilingual receptionist greets all people who enter or call our school. Our bilingual parent liaisons have established a strong, trusting relationship with our community.

Annual parent surveys capture the topics of interest for parent workshops. Our parent liaisons provide these topics in a “parenting school” format held at the school. In an effort to encourage more parents to participate in workshops and our parenting school sessions, Fair Oaks staff members trained parents in the topics to be presented. These trained parents redeliver the information to parents attending the workshop. Empowering parents to teach each other has increased the number of parents attending the workshops and provided leadership opportunities for other parents. Our parenting school initiatives support families with strategies that improve family dynamics and student achievement.

Kindergarten Camp and Sapling School are two initiatives that allow us to engage parents and pre-kindergarten students. While children are involved in activities with teachers, parents receive training about working with their child at home. Reaching out to parents early allows us to encourage the development of essential literacy and math skills while also sending the message that school is important and we want parents to be involved.

Bingo for Books, Math & Science Carnival, Family Green Night in the Garden, Evening with Santa, and Spring Fling Carnival are just some of the events presented by our PTA. The local high school Key Club sends volunteers to assist at all of our PTA functions so that Fair Oaks staff members can socialize with their students and students’ parents. We have increased our PTA attendance by providing fun events for students, parents and staff to enjoy together.

As a means of supporting families struggling in a poor economy, a local church provides over 350 backpacks stocked with nutritious, child-friendly, easy-to-prepare foods for our children to take home on weekends and before holiday vacations. The Backpack Food Ministry has been a tremendous outreach program for our families and for the church members who deliver the backpacks each week. As church volunteers deliver the backpacks to the classrooms, children are anxious to share what they have been learning and express how grateful they are for the church members and the “blue bags.”

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Common Core Georgia Performance Standards (CCGPS) provide a consistent framework to prepare students for success in college and/or the 21st century workplace. In 2012-2013, the CCGPS was implemented in English language arts and mathematics for kindergarten through 5th grade. Fair Oaks Elementary implements the CCGPS and follows the curriculum guides developed by the Cobb County School District. These guides outline the order and pace at which the standards are taught and clearly denote what students should know and be able to do.

Cobb County curriculum guides provide a thematic approach, assisting teachers in integrating science and social studies into reading and English language arts instruction. The standards require that students read and respond to increasingly complex texts. Students read classic and contemporary literature as well as challenging informational texts in a range of subjects. Students must demonstrate the ability to write logical arguments based on analyzing the evidence from multiple sources. Students who meet the standards develop the skills in reading, writing, speaking, and listening that allow them to express themselves clearly both orally and in writing.

CCGPS math standards provide students with a balance of concepts, skills, and problem solving. The county curriculum guides focus on concept development and relevant tasks while maintaining a strong emphasis on computational and procedural skills. At all grades, students must be able to reason mathematically, present mathematical arguments, and use the language of mathematics to communicate ideas and information.

The goal of the CCGPS is for the integration of social studies, science, and health into both language arts and math instruction, creating for students a deep understanding of the connections between content areas. Social studies standards include history, geography, political science, and economics and provide students with sufficient background and critical thinking skills necessary to be informed, productive citizens. Science standards are both performance and process standards where students demonstrate an understanding of the content and the process of “doing the science.”

In order to meet the No Child Left Behind mandate for student technology proficiency, the Cobb County School District includes ISTE (International Standards for Technology Education) and NETS (National Educational Technology Standards) for students in all grade level curricula. Students use technology to gather, evaluate, and share information as part of daily class work, and as a part of assessments including performance tasks in all content areas.

Art, music, and physical education teachers collaborate with grade level teachers to integrate content into their classrooms. The art classroom is a choice-based art studio where students can move among art-based centers that are aligned to art standards and often include a connection to grade-level science and/or social studies standards. The music classroom provides students with instruction on music standards and often makes connections for students to grade-level social studies standards. The physical education classroom integrates health standards into instruction and consistently integrates foundational math concepts into P.E. instruction. Our students benefit from the collaboration between classroom teachers and specialists. The integration of grade-level content standards into specials reinforces content concepts and the importance of visual and performing arts for all students.

Fair Oaks’ Advanced Learning Program provides cognitive and affective experiences to help students become self-directed learners, critical thinkers, effective communicators, collaborative team members, and contributing citizens. Using rigorous standards, the Advanced Learning Program supports the Common Core Curriculum and pushes students into authentic learning experiences.

The Talent Development program works in conjunction with the Advanced Learning Program and develops and extends skills taught in the Common Core Curriculum, while fostering academic and creative talent.

2. Reading/English:

Using the Common Core Georgia Performance Standards (CCGPS), Fair Oaks Elementary School provides print-rich classrooms and daily reading instruction through the Reader's Workshop model. This model has been in place since the America's Choice reform model was implemented in 2001. It provides a 10-20 minute mini-lesson based on the standard, a 30-45 minute work period, and a 15-20 minute closing, providing our students with clear and concise rituals and routines.

Using the language of the standard, an essential question is posed to guide the discussion during the teacher-led mini-lesson. This is an opportunity for powerful modeling of decoding, fluency, and comprehension strategies. Following the mini-lesson, students enter a work period for approximately 30-45 minutes, during which time they are engaged in work related to literacy standards including reading at their instructional level, reading for a variety of purposes, and partner or small-group work. Differentiated tasks reinforce students' foundational reading skills; extension tasks are provided for students performing above grade level. Teachers meet with guided reading groups, focusing on specific reading standards related to the reading level of students in the group.

The closing is the most powerful part of the workshop model. Students bring evidence of their work to the closing, ready to share how they understand the literacy standard. Teachers return to the essential question from the mini-lesson, asking students to share their work, using the language of the standard to describe what they are sharing. Classmates ask questions, make comments, and provide feedback about the work being shared in classrooms that provide a safe learning environment for all students.

ESOL teachers work with students during the Reader's Workshop, focusing on reading, writing, speaking and listening standards. World Class Instructional Design and Assessment (WIDA) standards and "can do" descriptors guide the work of our ESOL teachers in developing academic language with students.

Many students benefit from Reading Recovery and special education services. Reading Recovery serves the lowest performing, non-special education students in first grade. Reading Recovery is a highly effective 16-week intervention of one-to-one tutoring in reading and writing that is provided in addition to reading instruction in the classroom. To support reading development for students with disabilities, inclusion, small group and collaborative services are provided. Foundations and Language! programs are used with small groups of students to develop phonemic awareness and foundational literacy skills.

3. Mathematics:

Using the Common Core Georgia Performance Standards (CCGPS), Fair Oaks Elementary School provides daily math instruction through the Math Workshop model. This model provides a 10-20 minute mini-lesson, a 30-45 minute work period, and a 15-20 minute closing, providing our students with clear and concise rituals and routines.

Using the language of the standard, an essential question is posed to guide teacher-led instruction during the mini-lesson. Following the mini-lesson, students enter a work period during which they are provided with a task. Depending on the task, students either work independently, with a partner, or in a small group. Tasks are chosen to help build capacity, deepen conceptual knowledge, strengthen problem solving skills, and repair misconceptions. Students have access to a variety of manipulatives and mini-lesson anchor charts to use as references during the work period. The tasks are geared toward real world contexts that require students to think logically. Students are urged to create and test solutions along the way to make sense of the math. Teachers meet with guided math groups, to both challenge and support students during the learning process.

The closing is the most powerful part of the workshop model. Teachers return to the essential question from the mini-lesson, asking students to share their work using the language of the standard. Students bring evidence of their work to the closing, ready to share their solution and any judgments they may have made with justification. Different strategies and multiple approaches to the task are always welcomed and celebrated! Classmates ask questions, make comments, and provide feedback about the work being shared, in classrooms that provide a safe learning environment for all students.

In addition to the Math Workshop we also have a 30-minute review and practice of skills block (RAPS) that allows students to work on computational fluency while making connections to the conceptual learning previously covered in workshop.

Early Intervention Program (EIP) and special education teachers support math instruction during the Math Workshop, focusing on reinforcing foundational math concepts and re-teaching mini-lesson concepts in a different modality. EIP teachers plan with grade level teachers to provide activities that meet the needs of students in their small group. Both EIP and special education teachers spend time developing academic language with students. Special education teachers provide specialized instruction using Touch Math and Hands On Standards resources during small-group segments.

4. Additional Curriculum Area:

In our departmentalized approach to instruction, science is taught alongside math and social studies. Georgia Performance Standards continue to be the basis for science instruction. To increase the depth of understanding of science standards, and as a “double dip,” science has also been integrated into Reader’s and Writer’s workshops. Students explore both fiction and non-fiction texts related to science standards, using their knowledge to write responses and reports about science content.

Three years ago, a science lab was established to provide more opportunities for hands-on science learning. The lab is stocked with materials that can be used to conduct science experiments at every grade level. Teachers collaborate with the science specialist to develop activities that are engaging and increase students’ depth of knowledge. The science lab schedule is consistently full, indicating our emphasis on science instruction.

Our Know and Grow instructional garden is a centerpiece of our science program. A Lowes Tool Box for Education grant built the garden where each grade level maintains a raised garden bed planted with items related to grade-level science standards. Along with grade-level teachers, our science specialist creates science lesson plans for all grade levels to use in the garden. Students play an important part in maintaining the garden. Leadership jobs for the garden include Garden Gurus and Compost Captains. Garden Gurus go to the garden with our science specialist and learn about the current crops and flowers in bloom. The gurus then share this information with the rest of their classmates.

Fair Oaks has had a competitive Science Olympiad team for the last three years. The team consists of 3rd, 4th, and 5th grade students eager to explore science concepts. Students compete in county and state competitions, competing in 18 grade-related events that encourage doing and applying science. Projects such as paper rockets, mystery liquids, aerodynamics, and weather stations have been highlights of the Fair Oaks team. This year students also competed in the county Science Fair and Invention Convention, providing even more opportunities for our students to show what they know.

5. Instructional Methods:

America’s Choice has been the instructional framework at Fair Oaks Elementary since 2001. Six years ago the school recommitted to the framework as a school-wide expectation for instruction. America’s Choice is not a curriculum; it is a tool that supports the Common Core Georgia Performance Standards (CCGPS). Developed by the National Center on Education and the Economy (NCEE), America’s Choice is a research-based school improvement program that has proven effective for many schools across the

nation. With the goal of closing achievement gaps, enhancing teacher quality and sustaining school improvement over time, America's Choice focuses on providing tailored instruction to struggling students in order to accelerate their learning and ultimately, change school culture. To do so, the program aligns standards, instruction, and assessments and provides teachers with teaching strategies to help students who are lagging behind in reading, writing, and mathematics.

The workshop model, used in every classroom at Fair Oaks, aligns instruction to standards and focuses teaching on moving students from where they are to where they need to be. The workshop provides time for daily differentiation in reading, writing, and math. Using current student achievement data, teachers create small groups for instruction based on similar strengths and weaknesses. In most classrooms evidence of tiered lessons, student choice menu boards, and learning style-focused activities is present to ensure high levels of student engagement and learning.

Support staff play an essential role in modifying and supplementing classroom instruction. Early Intervention Program (EIP), Advanced Learning Program (ALP), ESOL, and special education teachers provide small group instruction daily. Analyzing student data and planning with classroom teachers allows support staff teachers to plan effective interventions for their small group students. Our ALP teacher collaborates with classroom teachers to design extension activities for students performing above grade level.

Classroom ActivBoards, two computer labs, two laptop carts, classroom computers, and student response systems make it possible for technology to be in the hands of students daily. Integrating technology into classroom instruction has been the focus of our staff Tuning Protocol this year. Under the leadership of our media specialist and one of our EIP teachers, technology resources and student applications have been given considerable emphasis.

6. Professional Development:

We include teachers, administrators, paraprofessionals, and parents in our staff development that addresses the specific needs of our Fair Oaks students. Reviewing student data, anticipating changes in curriculum, researching high impact instructional practices, and input from our staff drive the decisions about professional learning topics. Professional Learning Teams meet weekly with academic coaches to review student data, discuss research, and explore innovative instructional practices.

Over the last two years, the roll out of the Common Core Georgia Performance Standards (CCGPS) has been a main focus of professional learning for our school. With the CCGPS we have looked at the integration of content areas, text complexity, and changes to assessment. We have invited experts in literacy and math to provide training for our staff including Lester Laminack, Greg Tang, and representatives from Growing Strong Teachers, AIMS, and Math Solutions.

In an effort to develop content experts for our students, we have hosted professional learning on topics such as improving students' written expression through guided writing instruction, improving fluency for all students, improving number sense and critical thinking in math, increasing student use of technology for performance tasks. We have seen teachers applying strategies from each of these trainings in their classroom instruction.

As a means of reinforcing the importance of student, staff, and parental efficacy, we have invested in The Leader in Me, an innovative, school-wide model that emphasizes a culture of student empowerment and leadership, helping each child reach his or her full potential. Applying The 7 Habits of Highly Effective People®, teachers and students internalize universal leadership principles that nurture the skills students need for success in the 21st century.

In addition to local professional learning, our staff has access to professional development offerings from the Cobb County School District professional learning catalog. Kennesaw State University provides

access to professional learning and to the Regional Educational Services Agencies (RESA) across Georgia. With access to School Focused Professional Learning money, Title I money, Title II money, and local school instructional funds, we have devoted significant resources to support professional development activities that will directly impact daily instruction and student achievement.

7. School Leadership:

Shared governance is the leadership philosophy at Fair Oaks Elementary. School leaders include the principal, assistant principal, grade level representatives, academic coaches, counselors, specialists, support staff, and parents. This group makes decision that affect the entire school, including professional learning opportunities, school-wide events, and operational issues. The structure of the school empowers staff members to take on leadership roles, fostering new leaders in all areas of the school. Leadership has created a respectful, safe environment where people feel comfortable sharing their views, ensuring a steadfast focus on what is best for students. A high level of collegiality and trust is evident at Fair Oaks.

To stay abreast of student achievement data and instructional practices, the principal and assistant principal meet with grade-level teams during their data meetings and tuning protocol process. They facilitate conversations on current research and the latest uses of technology. The focus of these meetings is on effective teaching and the learning process to help all students succeed.

Our Academic coaches take on a leadership role in professional learning, striving to develop strong relationships with all teachers, making it easier to provide advice and guidance on research-based best practices. They model lessons and set up observations for teachers to visit other classrooms. They bring teachers to the realization that teaching is not a trade; it's an experimental field that will always be changing based on student needs.

Leadership is evident in the number of enrichment activities lead by staff members. Tapping into the expertise of teacher leaders is evident at Fair Oaks, benefiting students and staff. We have teacher leaders who generously share their time and talent to provide after-school activities including academic tutoring, life skills, athletics, drama, art, music, cheerleading, logic games, and many other clubs. As a school community, we are open to enrichment activities that foster confidence, boost self-esteem, and improve student achievement.

In our journey to become a Leader in Me school, we have participated in training that helped staff members grow both personally and professionally. This training experience strengthened relationships among staff to a level not evident before. The Leader in Me creates a learning environment, based on the 7 Habits of Highly Effective People, where leadership is the core of the school. These habits will be engrained in our school and our students for a lifetime.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Georgia Criterion Referenced Competency Test

Edition/Publication Year: 2000 Revised Annually

Publisher: Riverside Publishing

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets Plus Exceeds | 93 | 89 | 81 | 64 | 40 |
| Exceeds | 52 | 39 | 37 | 19 | 10 |
| Number of students tested | 123 | 114 | 134 | 129 | 142 |
| Percent of total students tested | 99 | 99 | 99 | 99 | 100 |
| Number of students alternatively assessed | 2 | 6 | 4 | 0 | 3 |
| Percent of students alternatively assessed | 2 | 5 | 3 | 0 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Plus Exceeds | 89 | 89 | 82 | 65 | 38 |
| Exceeds | 46 | 39 | 38 | 20 | 10 |
| Number of students tested | 123 | 110 | 129 | 125 | 136 |
| 2. African American Students | | | | | |
| Meets Plus Exceeds | 80 | 80 | 71 | 52 | 39 |
| Exceeds | 52 | 30 | 24 | 7 | 25 |
| Number of students tested | 25 | 10 | 17 | 29 | 52 |
| 3. Hispanic or Latino Students | | | | | |
| Meets Plus Exceeds | 94 | 89 | 85 | 70 | 36 |
| Exceeds | 45 | 39 | 41 | 23 | 18 |
| Number of students tested | 93 | 95 | 110 | 91 | 210 |
| 4. Special Education Students | | | | | |
| Meets Plus Exceeds | 65 | 91 | 69 | 33 | 23 |
| Exceeds | 10 | 27 | 25 | 0 | 16 |
| Number of students tested | 20 | 11 | 16 | 15 | 43 |
| 5. English Language Learner Students | | | | | |
| Meets Plus Exceeds | 92 | 84 | 75 | 60 | 33 |
| Exceeds | 40 | 27 | 29 | 15 | 3 |
| Number of students tested | 63 | 51 | 63 | 52 | 120 |
| 6. White/Non-Hispanic | | | | | |
| Meets Plus Exceeds | 50 | Masked | Masked | Masked | 39 |
| Exceeds | 30 | Masked | Masked | Masked | 27 |
| Number of students tested | 10 | 4 | 7 | 7 | 26 |
| <p>NOTES: Masked indicates data were not made public because fewer than 10 students were tested. 2012 data was calculated with the help of the Georgia Department of Education and reflects Full Academic Year Students. Fair Oaks has mildly intellectually disabled and moderately intellectually disabled classes that are assessed using the Georgia Alternative Assessment. 2008 subgroup data reflects 3rd, 4th & 5th grade combined, disaggregated data was not available.</p> | | | | | |

13GA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Georgia Criterion Referenced Competency Test

Edition/Publication Year: 2000 revised annually

Publisher: Riverside Publishing

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets Plus Exceeds | 94 | 86 | 89 | 66 | 64 |
| Exceeds | 35 | 21 | 14 | 3 | 8 |
| Number of students tested | 121 | 113 | 134 | 127 | 142 |
| Percent of total students tested | 99 | 99 | 99 | 99 | 100 |
| Number of students alternatively assessed | 2 | 6 | 4 | 0 | 3 |
| Percent of students alternatively assessed | 2 | 5 | 3 | 0 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Plus Exceeds | 94 | 97 | 95 | 81 | 73 |
| Exceeds | 41 | 21 | 14 | 3 | 7 |
| Number of students tested | 122 | 109 | 129 | 123 | 135 |
| 2. African American Students | | | | | |
| Meets Plus Exceeds | 98 | 83 | 82 | 62 | 79 |
| Exceeds | 46 | 17 | 6 | 3 | 17 |
| Number of students tested | 26 | 12 | 17 | 29 | 52 |
| 3. Hispanic or Latino Students | | | | | |
| Meets Plus Exceeds | 97 | 86 | 90 | 66 | 70 |
| Exceeds | 30 | 20 | 15 | 3 | 8 |
| Number of students tested | 91 | 92 | 110 | 89 | 208 |
| 4. Special Education Students | | | | | |
| Meets Plus Exceeds | 86 | 64 | 75 | 33 | 52 |
| Exceeds | 1 | 8 | 6 | 0 | 12 |
| Number of students tested | 22 | 12 | 16 | 15 | 43 |
| 5. English Language Learner Students | | | | | |
| Meets Plus Exceeds | 95 | 81 | 88 | 54 | 55 |
| Exceeds | 15 | 4 | 5 | 2 | 2 |
| Number of students tested | 61 | 48 | 63 | 50 | 118 |
| 6. White/Non-Hispanic | | | | | |
| Meets Plus Exceeds | 90 | Masked | Masked | Masked | 73 |
| Exceeds | 30 | Masked | Masked | Masked | 27 |
| Number of students tested | 10 | 4 | 7 | 7 | 26 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |
| 2012 data was calculated with data supplied by the Georgia Department of Education. Reading/English Language Arts, not disaggregated by grade level or specifically reading only. Fair Oaks has mildly intellectually disabled and moderately intellectually disabled classes that are assessed using the Georgia Alternative Assessment. 2008 subgroup data reflects 3rd, 4th & 5th grade combined, disaggregated data was not available. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Georgia Criterion Referenced Competency
4 Test

Edition/Publication Year: 2000 revised annually

Publisher: Riverside Publishing

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets Plus Exceeds | 85 | 77 | 73 | 68 | 53 |
| Exceeds | 44 | 23 | 28 | 15 | 12 |
| Number of students tested | 107 | 124 | 125 | 117 | 116 |
| Percent of total students tested | 99 | 99 | 99 | 99 | 100 |
| Number of students alternatively assessed | 5 | 9 | 1 | 5 | 1 |
| Percent of students alternatively assessed | 5 | 7 | 1 | 4 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Plus Exceeds | 87 | 78 | 72 | 68 | 54 |
| Exceeds | 36 | 23 | 28 | 15 | 12 |
| Number of students tested | 107 | 120 | 122 | 113 | 104 |
| 2. African American Students | | | | | |
| Meets Plus Exceeds | Masked | 75 | 77 | 67 | 64 |
| Exceeds | Masked | 33 | 33 | 19 | 25 |
| Number of students tested | 8 | 12 | 18 | 21 | 52 |
| 3. Hispanic or Latino Students | | | | | |
| Meets Plus Exceeds | 86 | 79 | 72 | 67 | 54 |
| Exceeds | 36 | 22 | 27 | 14 | 18 |
| Number of students tested | 94 | 104 | 99 | 81 | 210 |
| 4. Special Education Students | | | | | |
| Meets Plus Exceeds | 65 | 50 | 55 | 23 | 40 |
| Exceeds | 5 | 30 | 18 | 8 | 16 |
| Number of students tested | 20 | 10 | 11 | 13 | 43 |
| 5. English Language Learner Students | | | | | |
| Meets Plus Exceeds | 78 | 68 | 61 | 57 | 35 |
| Exceeds | 16 | 9 | 12 | 0 | 2 |
| Number of students tested | 45 | 53 | 49 | 42 | 120 |
| 6. White/Non-Hispanic | | | | | |
| Meets Plus Exceeds | Masked | Masked | Masked | 83 | 65 |
| Exceeds | Masked | Masked | Masked | 25 | 27 |
| Number of students tested | 8 | 5 | 8 | 12 | 26 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |
| 2012 data was compiled with the help of the Georgia Department of Education and includes Full Academic Year Students. Fair Oaks has mildly intellectually disabled and moderately intellectually disabled classes that are assessed using the Georgia Alternative Assessment. 2008 subgroup data reflects 3rd, 4th & 5th grade combined, disaggregated data was not available. | | | | | |

13GA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Georgia Criterion Referenced Competency
4 Test

Edition/Publication Year: 2000 revised annually

Publisher: Riverside Publishing

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets Plus Exceeds | 77 | 75 | 74 | 67 | 69 |
| Exceeds | 2 | 10 | 10 | 7 | 10 |
| Number of students tested | 90 | 124 | 125 | 117 | 113 |
| Percent of total students tested | 99 | 99 | 99 | 99 | 100 |
| Number of students alternatively assessed | 5 | 9 | 1 | 5 | 1 |
| Percent of students alternatively assessed | 5 | 7 | 1 | 4 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Plus Exceeds | 82 | 73 | 75 | 67 | 70 |
| Exceeds | 22 | 9 | 10 | 6 | 8 |
| Number of students tested | 107 | 120 | 122 | 113 | 101 |
| 2. African American Students | | | | | |
| Meets Plus Exceeds | Masked | 75 | 84 | 72 | 79 |
| Exceeds | Masked | 8 | 17 | 10 | 17 |
| Number of students tested | 8 | 12 | 18 | 21 | 52 |
| 3. Hispanic or Latino Students | | | | | |
| Meets Plus Exceeds | 83 | 74 | 73 | 64 | 70 |
| Exceeds | 23 | 10 | 8 | 4 | 8 |
| Number of students tested | 92 | 104 | 99 | 81 | 208 |
| 4. Special Education Students | | | | | |
| Meets Plus Exceeds | 60 | 70 | 55 | 31 | 52 |
| Exceeds | 0 | 10 | 0 | 0 | 12 |
| Number of students tested | 25 | 10 | 11 | 13 | 43 |
| 5. English Language Learner Students | | | | | |
| Meets Plus Exceeds | 77 | 58 | 65 | 48 | 55 |
| Exceeds | 7 | 0 | 0 | 0 | 2 |
| Number of students tested | 43 | 53 | 49 | 42 | 118 |
| 6. White/Non-Hispanic | | | | | |
| Meets Plus Exceeds | Masked | Masked | Masked | 83 | 73 |
| Exceeds | Masked | Masked | Masked | 25 | 27 |
| Number of students tested | 8 | 5 | 8 | 12 | 26 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |
| 2012 data was compiled with the help of the Georgia Department of Education. Data reflects Full Academic Year Students. Fair Oaks has mildly intellectually disabled and moderately intellectually disabled classes that are assessed using the Georgia Alternative Assessment. 2008 subgroup data reflects 3rd, 4th & 5th grade combined, disaggregated data was not available. | | | | | |

13GA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Georgia Criterion Referenced Competency
5 Test

Edition/Publication Year: 2000 revised annually

Publisher: Riverside Publishing

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets Plus Exceeds | 94 | 87 | 86 | 72 | 68 |
| Exceeds | 42 | 49 | 50 | 40 | 33 |
| Number of students tested | 130 | 112 | 118 | 102 | 102 |
| Percent of total students tested | 99 | 99 | 99 | 99 | 100 |
| Number of students alternatively assessed | 6 | 7 | 8 | 3 | 6 |
| Percent of students alternatively assessed | 4 | 6 | 6 | 3 | 5 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Plus Exceeds | 94 | 91 | 89 | 80 | 78 |
| Exceeds | 41 | 50 | 50 | 40 | 33 |
| Number of students tested | 127 | 108 | 115 | 97 | 96 |
| 2. African American Students | | | | | |
| Meets Plus Exceeds | 91 | 78 | 78 | 53 | 64 |
| Exceeds | 26 | 33 | 56 | 35 | 25 |
| Number of students tested | 23 | 18 | 18 | 17 | 52 |
| 3. Hispanic or Latino Students | | | | | |
| Meets Plus Exceeds | 92 | 92 | 87 | 74 | 54 |
| Exceeds | 48 | 54 | 48 | 37 | 18 |
| Number of students tested | 101 | 83 | 85 | 68 | 210 |
| 4. Special Education Students | | | | | |
| Meets Plus Exceeds | 84 | 80 | 70 | 28 | 40 |
| Exceeds | 37 | 10 | 20 | 14 | 16 |
| Number of students tested | 19 | 10 | 10 | 14 | 43 |
| 5. English Language Learner Students | | | | | |
| Meets Plus Exceeds | 94 | 85 | 77 | 50 | 35 |
| Exceeds | 35 | 24 | 27 | 17 | 3 |
| Number of students tested | 51 | 33 | 44 | 18 | 120 |
| 6. White/Non-Hispanic | | | | | |
| Meets Plus Exceeds | Masked | Masked | 87 | 93 | 65 |
| Exceeds | Masked | Masked | 53 | 64 | 27 |
| Number of students tested | 8 | 8 | 15 | 14 | 26 |
| <p>NOTES: Masked indicates data were not made public because fewer than 10 students were tested. 2012 data was compiled with the help of the Georgia Department of Education and reflects Full Academic Year students. Fair Oaks has mildly intellectually disabled and moderately intellectually disabled classes that are assessed using the Georgia Alternative Assessment. Fair Oaks has mildly intellectually disabled and moderately intellectually disabled classes that are assessed using the Georgia Alternative Assessment. 2008 subgroup data reflects 3rd, 4th & 5th grade combined, disaggregated data was not available.</p> | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Georgia Criterion Referenced Competency
5 Test

Edition/Publication Year: 2000 revised annually

Publisher: Riverside

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Meets Plus Exceeds | 93 | 89 | 88 | 69 | 72 |
| Exceeds | 20 | 17 | 13 | 8 | 8 |
| Number of students tested | 117 | 111 | 116 | 101 | 101 |
| Percent of total students tested | 99 | 99 | 99 | 99 | 100 |
| Number of students alternatively assessed | 6 | 7 | 8 | 3 | 6 |
| Percent of students alternatively assessed | 5 | 6 | 6 | 3 | 5 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Plus Exceeds | 91 | 90 | 94 | 82 | 80 |
| Exceeds | 15 | 17 | 12 | 6 | 7 |
| Number of students tested | 126 | 107 | 113 | 96 | 95 |
| 2. African American Students | | | | | |
| Meets Plus Exceeds | 87 | 83 | 94 | 71 | 79 |
| Exceeds | 30 | 0 | 11 | 6 | 17 |
| Number of students tested | 23 | 18 | 18 | 17 | 52 |
| 3. Hispanic or Latino Students | | | | | |
| Meets Plus Exceeds | 93 | 82 | 88 | 65 | 70 |
| Exceeds | 13 | 18 | 12 | 4 | 8 |
| Number of students tested | 100 | 82 | 83 | 67 | 208 |
| 4. Special Education Students | | | | | |
| Meets Plus Exceeds | 84 | 18 | 80 | 21 | 52 |
| Exceeds | 11 | 0 | 10 | 0 | 12 |
| Number of students tested | 19 | 11 | 10 | 14 | 43 |
| 5. English Language Learner Students | | | | | |
| Meets Plus Exceeds | 92 | 63 | 81 | 44 | 55 |
| Exceeds | 6 | 0 | 0 | 0 | 2 |
| Number of students tested | 50 | 32 | 42 | 18 | 118 |
| 6. White/Non-Hispanic | | | | | |
| Meets Plus Exceeds | Masked | Masked | 80 | 86 | 73 |
| Exceeds | Masked | Masked | 20 | 29 | 27 |
| Number of students tested | 7 | 8 | 15 | 14 | 26 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |
| 2012 data was compiled with the help of the Georgia Department of Education. Data is for Full Academic Year Students. Fair Oaks has mildly intellectually disabled and moderately intellectually disabled classes that are assessed using the Georgia Alternative Assessment. 2008 subgroup data reflects 3rd, 4th & 5th grade combined, disaggregated data was not available. | | | | | |